

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

### Grade Level Cluster: 6-8

		Level 6- Reaching				
	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	Scientific tools or instruments	Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")	Identify examples of scientific tools or instruments and their uses from pictures and oral discourse	Compare/contrast examples of scientific tools or instruments and uses from oral descriptions (e.g., differences between telescopes and microscopes)	Infer uses of scientific tools or instruments from oral reading of grade level material
Speaking	Scientific discoveries	Use vocabulary associated with scientific discoveries based on illustrations (e.g., x-rays or vaccines)	Describe scientific discoveries based on illustrations	Compare/contrast scientific discoveries described orally with visual support (e.g., "___ is similar to/ different from ___ because ___.")	Imagine future scientific discoveries based on oral and visual clues (e.g., "In 100 years, we could/ may/might....")	Predict potential impact of scientific discoveries on life based on oral evidence

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<b>Reading</b>	Cycles Processes	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	Sort or classify descriptive phrases and diagrams by cycles or processes	Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)	Identify cycles or processes from descriptive paragraphs and diagrams	Associate cycles or processes with their functions from grade level text (e.g., "in order to ____, it is necessary to ____.")
<b>Writing</b>	Forms of energy	Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	List and describe examples of illustrated forms of energy from word/phrase banks	Compare/contrast two forms of energy depicted visually (e.g., "____ and ____ are alike/different in these ways.")	Explain uses of different forms of energy depicted visually (e.g., "____ is used to ____.")	Evaluate and defend uses of different forms of energy (e.g., "I think solar energy is best because...")

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<b>Listening</b>	Match spoken words or phrases about scientific facts with illustrations (such as: light, sound, water, stars and/or planets).	Construct scientific models with visual supports from oral directions (such as: "Show how light travels; show how sound travels; show the water cycle; show how the earth goes around the sun").	Classify examples of properties (such as: properties of light, water, sound, stars and/or planets) described orally and with visual supports.	Demonstrate how properties (such as: properties of light, water, sound, stars and/or planets) apply to everyday life using oral descriptions and visual supports.	Verify explanations of the scientific properties of light, water, sound, stars or planets through oral scenarios and teacher-directed activities.	S8.A.1.1
<b>Reading</b>	Organize natural processes on a timeline from headlines with illustrations.	Select key information regarding natural processes from information gleaned from illustrated text.	Identify characteristics and conditions related to natural processes from graphic organizers.	Create a graphic organizer comparing natural processes using multiple written sources working with a partner.	Interpret impact of natural processes on people, places and the environment as presented in grade-level text.	S8.A.1.1 S8.A.1.3 S8.A.3.1 S8.A.3.2 S8.A.3.3 S8.B.3.2
<b>Speaking</b>	Identify changes over time (such as: phases of the moon; abacus to computer) with visuals.	Describe orally patterns occurring in nature with visuals.	Describe orally the sequential patterns occurring in technology or nature using visuals.	Discuss changes in patterns in technology and/or nature using a graphic organizer working with a partner.	Explain outcomes of patterns based on evidence from charts/graphs found in grade-level material.	S8.B.3.2 S8.A.3.3 S8.A.3.1 S8.A.2.1 S8.A.1.3
<b>Writing</b>	Label the symbols representing the steps of the scientific method using a word bank in small groups.	Develop a written list of the steps in the scientific method working with a partner.	Create a brief outline for an exhibit following the scientific method in pairs or triads.	Create science exhibits with expanded written descriptions of each step of the scientific method working with a partner.	Write a detailed report of a scientific investigation working with a partner.	S8.A.1.1 S8.A.1.2 S8.A.2.1 S8.A.3.2 S8.A.3.3

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment**